

Types of Nouns

- a) **Proper Noun**:- are names of people, places, countries, months, days, geographical features, continents, etc. They have specific reference. They are usually written in initial capitals. Examples:- Kemi, Paul, September, Asia, Oye-eliki, Tuesday.
- b). **Common Noun**:- This refers to objects, entities, places, etc. that has a general reference. Common nouns are split into 2
- i) **Concrete Common nouns**:- are nouns that can be seen or touched. They are tangible and exist physically. For example, Pot, Fan, Table, School, pens.
- ii) **Abstract Common nouns**:- These nouns cannot be seen or touched. They are non-material things like Politics, Ideas, state & situations etc. For example, Joy, Happiness, peace, Beauty, Kindness, love.

c) Countable and Uncountable Nouns:-

Countable nouns are countable materials or objects. This means that you can put in number to them because they have both singular and plural. E.g. Table-tennis, Chairs etc.

Uncountable nouns cannot be counted because they are an undifferentiated mass, they do not take the "s" marker of plurality even when they express a plural sense.

For example:-

Singular	Plural
Furniture	Furniture
Equipment	Equipments
Information	Informations
Data	Data
Oil	Oil
Water	Water
Courage	Courage

Uncountable nouns instead have measures.

For example,

- ✓ A piece / pieces of information.
- ✓ A loaf / loaves of bread.
- ✓ A gallon / keg of oil / water.

B) Collectives Nouns: These are also called group nouns to provide a collective name for a group. For example,

A team of players.

A bunch of keys

A pride of lion

A school of fishes

A bevy of ladies

② Pronouns: - Is used in the place of a noun,
e.g.

→ Ade bought a car and Ade got a driver because Ade couldn't drive a car.

It should be written as:

✓ Ade bought a car and he got a driver because he couldn't drive a car.

✓/ A pronoun is usually used to avoid unnecessary repetition.

We have three <3> categories of pronouns

	Subject	Object
1st person	I	Me
	We	Us
2nd person	You	You
3rd person	He, she,	Him, her,
	It, They.	It, Them.

TYPES OF PRONOUNS -

1. Personal Pronouns: Some examples are I, you, me, It, They, Us, Them.

2. Possessive Pronouns: - They are used to show ownership e.g. My, mine, Ours, Yours, his, hers, theirs.

3. Reciprocal pronouns: - They refer from one person to another. e.g. each other, one another.

4. **Reflexive Pronouns**: Refer back to the person or group involved e.g. Himself, Herself, Oneself, Themselves, Itself.
5. **Relative Pronouns**: They are used to introduce relative clauses otherwise called adjectival clauses e.g. *klho*, *klhich*, *klhen*, *klhose*.
6. **Interrogative pronouns**: - They are used to ask questions e.g. *klho*, *Where*, *klhat*, *whose*, *klhich*.
7. **Demonstrative Pronouns**: - This, These, That, Those to easily identify that they are pronouns you check if they can be replaced with nouns.
8. **Correlative pronouns**: Neither -- nor, Either -- or.

ADJECTIVES

Adjectives provide additional informations about noun. An adjective is usually used to describe a noun. It provides more information about a noun.

In adjectives we can talk about degrees or grades e.g. ✓ Tola is a tall boy
 ✓ Bolu is taller than Tola

Degrees can be related from the base to comparative and then superlative.

Base	Comparative	Superlative
The word	er / more	est / most

Adjectives have suffixes, that make or show degrees: These are base, base^{er}, Base^{est}. Some other adjectives (those whose base end with -ous) use premodifiers: more and most in their comparative and superlative form e.g.

Courageous	More courageous	Most courageous
Virtuous	More virtuous	Most virtuous
Generous	More Generous	Most Generous

There are also Irregular adjectives

Good Better Best

Bad Worse Worst

They don't take the suffixes (er/est) neither do they take pre-modifiers (more/most)

VERBS.

Verbs are action words and they indicate the action of a noun or a pronoun e.g. Show, talk, walk etc.

There are several classification of verbs;

⇒ Lexical Verbs ⇒ Auxiliary Verbs

✓ **Lexical Verb**: - It can stand or make meaning on its own. It does not depend on another word before it is understood. E.g. Dance, Jump etc.

✓ **Auxiliary Verbs**: - They cannot stand on their own instead they are used with lexical verbs.

Auxiliary Verbs are also called "Helping Verbs". It can be divided into two,

⇒ Modal Auxiliary Verbs

⇒ Non-modal Auxiliary Verbs.

i) **Modal Auxiliary**: - Examples are can, could, shall, should, may, might, must, ought to.

ii) **Non-modal auxiliary**: - we have 3: Be, Have, Do.

BE - Is, are, was, were, being.

HAVE: - Has, Have, Had.

DO: - Do, Doing, Done, Did.

Some Examples;

✓ I he danced - lexical Verb.

✓ I he can dance - lexical verb.

Auxiliary Verb

There are Five (5) forms Verbs take;

- i) Base form: - Dance, Sing, Talk.
 - ii) -s Form: To show present tense e.g Dances
 - iii) Past tense (ed): Danced, sang
 - iv) Past participle: - sung, spoken
 - v) -ing form (continuous): Dancing, singing
- => Regular Verbs => Irregular Verbs.

=> Regular Verbs: - are predictable because their past tense and Participle are formed with the addition of 'ed' e.g.

Bake, Bakes, Baked, Baking.

=> Irregular Verbs: - They don't have 'ed' in forming past tense and past participle e.g.

- ✓ Fall, Falls, Fell, Fallen, Falling
- ✓ Fight, Fights, Fought, Fighting
- ✓ kneel, kneels, knelt, kneeling

→ Finite and Non-Finite Verbs.

✓ Finite Verbs: - The verbs show tense, number, concord, mood e.g.

Tense — The man died

Number / Concord — They are around ✓

They is around ✗

✓ Non-finite Verbs: Do not show tense, number, concord, mood e.g.

To err is human.

ADVERBS:

Adverbs are used to modify verbs. They show the degree or extent of the action expressed by a verb. Most adverbs end with "ly" e.g. quickly, slowly, strongly, Intensely, passionately, completely, seriously, steadfastly, rightly.

✓ N/B: Not all adverbs end with "ly".

We can walk fast

He locked the bag fastly.

CONJUNCTIONS:-

Conjunctions are connectors. You use a conjunction to bring together words, phrases and clauses. There are two

<2> types of conjunctions namely,

1) Co-ordinating conjunction:- These are used to link words, phrases and clauses of the same rank or of equal level.

There are three <3> co-ordinating conjunctions namely, "and", "but" & "or".

E.g. ✓ I am a boy and she's a girl.

✓ Will you eat rice, beans or garri.

2) Subordinating conjunctions:- These introduce a clause that is subordinate

to a main or super-ordinate clause.

E.g. ✓ ^{subordinate conjunction} Although ^{main clause} she's beautiful she lacks manners.

✓ When it is raining, one needs an umbrella.

✓ Because things are hard, he hasn't been able to complete his house.

✓ Since students resume, school has been dirty

PREPOSITION

Preposition is used to show a relationship btw two nouns in a sentence. ^(or its equivalent)

E.g. behind, under, over, above, below, through, against, among

INTERJECTION

Interjections are used to express an outburst of feelings or emotions. These may be of surprise, delight, anger, pain etc.

E.g. ✓ Ouch,

THE WORDS CATEGORY

✓ Many Igbo business men import goods.

Import - noun

Import - verb

✓ He scored ^{Adj} Perfect grade

✓ God should perfect _{noun} his plan

✓ I got an ^{noun} Invite to a party.

✓ He Invited _{verb} people to his celebration

SENTENCES

A sentence is a string of words that make a complete and unified sense. A sentence can be composed of one or more clauses, where a clause is made up of at least a subject and a verb. Therefore a sentence may contain at least one independent clause and one or more dependent clauses. This indicates that there are two <2> types of clauses:

- i) An independent clause
- ii) A dependent clause.

✓/ An Independent clause <main clause> is a complete ~~thought~~^{thought}. It can stand on its own.

✓/ A Dependent clause <Subordinate> expresses an Incomplete thought. It cannot stand on its own.

CATEGORISATION OF SENTENCES -

Sentences can be categorised according to their structure and according to their function.

① According To Structure : Sentences are categorised into four (4) according to their structure these are,

1. The Simple Sentence :- This contains one Independent clause. It therefore expresses a single thought E-g

✓/ whales are mammals

✓/ GST 102 classes are Boring.

2. The Compound Sentence:- This contains two or more Independent clauses.

The clauses are linked by use of co-ordinating conjunctions [and, but, or]

N/B: In compound sentences you can make use of more than one co-ordinating conjunction

E.g. ✓ He came to school and attended a number of classes but he didn't write any note.

✓ You may order the textbook, visit the library or ^{borrow} ~~lend~~ from coursemate.

3. The Complex sentence:- This contains one ~~or more~~ ^{or more} independent clause and one ~~independent~~ dependent clause. The complex sentence will therefore include at least one dependent or subordinate conjunction

E.g. ✓ Student must attend classes because classes are compulsory

✓ I will attend your party if i am invited

✓ Nigerians are religious because they have many problems

4. The Compound-Complex sentence

This ~~enter~~ combines ^{complete} compound

Sentence and the compound sentence forms. A compound-complex sentence contains ~~one~~ ^{two} or more Independent clause and ~~one~~ ^{two} or more dependent clauses.

✓ E.g Teachers are Interesting people and they put in their best into their work because they donot want their students to fail when they have put in so many hours of Teaching.

N/B: Here we have two (2) Independent clause linked by the conjunction and; We also have two dependent clauses linked by because & when

(B) ACCORDING TO FUNCTION :

A sentence can communicate the following five <5> functions;

1) It can be a declarative. This is realised in form of a statement

E.g. ✓ He is studying

✓ The book is mine

✓ The table is green

2) Imperative: This is a command

E.g. ✓ Stand-up, ✓ Get-out

✓ Keep shut ✓ Stay silent

✓ Command with Vocative - This is when you include the people you are addressing.

E.g. Tolu should keep shut.

3) Exclamatory: They are exclamations that show feelings and emotions.

They are usually indicated by the use of exclamation mark.

E.g. ✓ She is excited!!

✓ I am happy!!!

(2) Persuasive Academic Style :- It is mostly used by all departments, it's seen in Research articles. You should be able to give evidence and be able to prove your points.

Things to take in Persuasive style.

- 1) Have ^{convincing} evidence for every claim.
- 2) Make sure your assumptions are valued.
- 3) Present coherent argument that will help people support your view.

(3) Critical Academic Style :- It is like a step further from persuasive writing. It means your ability to debate, criticize, Analyse, Disagree other people's point of view.

WRITING PROCESS (stage of development 'Ideas').

1. **Pre-writing stage:** You do a survey of what you actually want to write so that you will know the right thing to do. To develop idea as well as to read widely even if you are not concerned with the subject being taught in class or lecture.
- ✓ **Interacting with intellectual people:** Interact with people who concentrate on what they do.
- ✓ **Reflect periodically:** When you read widely, and interact with people, you seat back and reflect on what you have read.
- ✓ **You have to be conscious of your audience.** For every write-up, there are people you have in mind. It would help you in channeling your write-up depending on the lessons you want your audience to learn from.
- ✓ **Brainstorm what you have learn:** - Call people on what you have learnt and brain

storm together.

- ✓ Shaping information to shape every necessary information to gather information and to put it down constructively. It is divided into three <3> divisions: The Introduction, Body and The Conclusion.

② Gathering Information Stage:- You will go to the library, online, web etc. Search and brainstorm.

③ Building The essay draft Stage:-

- ✓ Introducing the Essay:- He should be able to write something that will attract our audience.

- ✓ Body of the Essay:- You need to be coherent with your work i.e. being able to organize your work very well. Try to make use of linking words e.g. moreover, however etc.

- ✓ Conclusion of the Essay:- You bring together the most vital information in your writing and form it in one or two sentences. This includes

- i) The Significance of our findings
- ii) The Implication of the conclusion -
- iii) A possible prediction about the future.
- iv). Your contribution also your specific advice -
- v) The limitation of the approach you take.

The conclusion is not expected to have any new materials. When you are done with the work, seat down and review and rewrite the work.

The things to be taken into consideration during the conclusion of your write-up.

- i) Recheck to be sure you haven't bear out the original part of the work.
- ii) Read aloud slowly to divide your ideas and eliminate excess words.
- iii) Check for points that seems unclear and incomplete.
Be specific in what you are writing
- iv). Give out the piece of work to another person to make sure everything is correct, no grammatical errors and to make necessary corrections where necessary.

Academic Writing

The main purpose of academic writing is to "inform". It does not entertain. It possess central line of thought with all the argument channeling to the particular line of thought.

Features of Academic Writing

1. Formality
2. Precision
3. Objectivity
4. Explicitness
5. Accuracy and responsibility.

- i) **Formality**:- The use of Informal language is strictly prohibited.
- ii) **Precision**:- It requires specification.
- iii) **Objectivity**: The ability of the writer to present his/her idea - Ability to be able to point out everyone's idea - To analyse it and bring out your own view from it.
- iv) **Explicitness**:- It should be detailed, cleared and must achieved appropriately. And the

ability to acknowledge what you read, or gathered.

- v). Accuracy and responsibility :- You should be accurate and be able to be responsible for whatever thing you know. And you need to be ready to take responsibility for whatever you write down.

Academic Writing Styles-

1. Analytical writing style
2. Descriptive style.
3. Persuasive style.
4. Critical writing.

1. Descriptive Style :- The purpose is to give out fact especially those in sciences and the researcher is expected to.
2. Analytical Style :- The comparison of two things or more.
3. Persuasive Style :- This is mostly use by all departments. It is seen in research article. It should be suggested.

with evidence. make sure your assumptions are valid. Presents all argument that will have all other persons topics to your own.

4. Critical Style: This is like a step further from persuasive writing. Willing to disagree, debate or criticize.

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Comprehension

To comprehend means to understand particular text.

PURPOSE OF READING-

1. We read to answer certain questions based on the passage.
2. We read to have an overall view of what the passage is all about.
3. To identify the main Ideas or materials in a passage.
4. To grasp the details of the information given in a passage.

To understand, the Comprehension, what do you need to know.

1. The significant Ideas in a passage.
2. Are they presented in a significant order?
3. Are there reasons why they are presented in that order?
4. What relation exist between the fact and the Idea?
5. Are the relations unrelated or are they contradicting the facts and the Ideas.

Types of Comprehension Questions

Comprehension questions are of two types :

1. The traditional Open-ended question A.K.A "Essay type Question"
2. The Multiple choice question A.K.A "Objectives".

1. In traditional Open-ended questions you are expected to give your answers in your own words.

2. The multiple choice questions are divided into:

- a) Objective: Options are made available
- b) Subjective: Options are not made available.

Tips on how to Approach a Comprehension Passage.

1. Read the passage quickly to get the general Idea.
2. Read the passage a second time but slowly and more carefully, while reading it the second time, try to work out the vocabularies and sentence structure.
3. Divide the passage into smaller sections. It helps to understand what the writer is driving out.
4. Read the questions and note the specific requirement.
5. Search the passage for the answers.
6. Make sure your answers are in your own words. Avoid lifting answers verbatim from the Comprehension text.

7. In cases where you are asked to supply another word for a phrase, use only a word \Rightarrow Obey Instructions.

Things To Avoid While Answering Comprehension Questions.

1. Do not read the questions before reading the comprehension text.
2. Do not fail to understand a question before answering it.
3. If you are asked to supply a word for a phrase, just give a word. Do not ~~give~~ go over and try to impress the examiner.
4. Do not overlook the instructions.
5. Avoid repetition of answers.
6. Avoid rigmarolling \langle beating about the bush \rangle just go straight to the point.

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REGISTER

Register can be defined as the extent of formality in a particular type of conversation or communication.

Every communication has a pattern.

Types Of Register.

1. Formal register.
2. Informal register.

1. Formal Register: are the ones that takes place between two people who are very familiar with each other. Examples are:
✓ Professional announcements & Reports.
Business letter, academics Essay,
Official Speech.

Rules Guiding The Use of Formal Register.

1. Avoid the use of slangs.
2. Avoid the use of abbreviations or acronyms.
3. Do not begin sentences with words like "But", "and", rather use words like

^umore soⁿ, ^uHoweverⁿ, ^uIn additionⁿ.

4. Avoid use of contractions like can't, haven't.

5. Try to use more active voice instead of passive voice. Example;

✓ Passive Voice \Rightarrow The food was eaten by her mum ✗

✓ Active voice \Rightarrow Her mum ate the food ✓

2. Informal Register: - are mostly seen in phone texts, letter to a friend, Whatsapp texts, personal short notes, Personal e-mails, Personal diaries.

Informal Register accommodates slangs, Jolces, abbreviations, acronyms, short and incomplete sentences.

E-mail Etiquettes.

E-mail etiquettes refers to the socially acceptable way of doing things. It is a set of customs or rules for polite behaviour especially among a particular class of people.

The reason for its importance is that it serves as the only form of communication of some people.

E-mail Etiquettes Includes;

1. Address the recipient properly.
2. You are allowed/permitted to use a recipient first name only if you are familiar with the person or the person sends you a message with just the first name.
3. Do not assume any short form of names for anybody.
4. Be sure to have the length of the message appropriately - The message should not be too long or too short.

5. Capture the appropriate subject
6. Keep the tone of the message accomodating. Do not be too harsh. Salutation like Hello, I hope you had a good day?, go a long way in building a good buisness Relationship.
7. Avoid the use of all capital letters in your messages because they are socially considered as yelling/insults.
8. Do not use abbreviations for professional e-mails.
9. Avoid the use of over-punctuation, it is considered to be unprofessional.
10. Remember to proff-read before sending the message.